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AUTHOR	Kramer, Gary L., Ed.
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ABSTRACT

The six papers of this monograph discuss the role of faculty in campus academic advising programs in discussions of training, accountability, evaluation, and recognition and reward. The first paper, "Redefining Faculty Roles for Academic Advising" (Gary L. Kramer) defines three attributes of successful advising programs: as an integral component of the higher education system; as a faculty-student interaction; and as an opportunity for professional development. Chapter 2, "Faculty Advising: Practice, Performance, and Promise" (Wes Habley) discusses the current status of faculty involvement and offers a taxonomy of advising needs and responses. In chapter 3, "Organizational Models and Delivery Systems for Faculty Advising" (Margaret C. King) four key factors are discussed: institutional mission, student population, faculty characteristics, and complexity of institutional programs and systems. In chapter 4, "Designing and Implementing a Faculty-Based Advising Program," Susan H. Frost presents a faculty-based advising model based on research concerning strategies for effective advising and ways to structure advising programs to encourage these effective attitudes and practices. Chapter 5, "Developing Faculty Potential as Excellent Advisors" (Faye Vowell) focuses on the importance of clearly stated expectations, advisor training, advisor evaluation, and rewards for effective faculty advising. The final paper, chapter 6, "Resources to Help Faculty Improve Academic Advising" (Eric R. White) describes major advising resources (including publications, conferences, and organizations) and standards. Appended are the Council for the Advancement of Standards' Guidelines for Academic Advising; the National Academic Advising Association Statement of Core Values; and a list of outstanding faculty advising programs. (Contains approximately 80 references.)(CH)

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